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MS 76
BX 3
NBK 8

Schools and Teachers.
Copy No. 3

MS 76
BX 3
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Schools
in
Cabell County.

This is my chapter, or rather the material for it, on the schools. The intention is to quote directly from such authors as Thos. A. Morris and others, who were participants in their reality, and in my opinion ^{their descriptions} can not be excelled, by a modern writer. I shall make free use of material written by myself in 1910, by F. L. Burdette, quotations from old Teachers, by my own experience, and from old newspapers — ^{such as the} Guyandotte Herald, etc.

Also interviews with old people, and from my father, an old teacher.

When all material is collected, I will rearrange it, as far as possible, so that the story may proceed chronologically.

The one by Morris is probably the oldest description of local schools. The one from Kanawha would match those in Cabell very largely — F. B. L. Dec. 30, 1943.

see page 101 for
Board Description

Beech-log School-House.

p. 156 - Morris' Miscellany.

By Rev. J. A. Morris.

Morris' Miscellany consisted of Essays, Biographical Sketches, and Notes of Travel.

One of his essays was given the above title. The first part of the essay is a description of a school in Kanawha County, but the description undoubtedly ~~for~~ would be practically the same as a similar school in the early days of Cabell County. The story ends with a school in Cabell County, probably a little below the present Blue Sulphur Church or Cyrus Creek School. Mr. Morris says:

"To one who was born in and has ever hailed from the west, it is a matter of interest to compare the present state of society in the Mississippi Valley, as it regards the knowledge of letters, with what it was at the beginning of the nineteenth century. The contrast is striking. Well do I remember the first school I ever

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in the days of my childhood, the latter part of the year 1800, which may serve as a specimen of the literary institutions of that period and in that part of the country. I was but little more than six years old, but had the advantage of going in company with two older brothers and a sister. To receive the benefits of that school, we had daily to cross and recross the Big Kanawha River in a canoe. Our temple of science was a small hut, built of round logs and covered with clapboards, having no floor but the naked earth. During the forenoon of the first day, ^{on which} the school opened, the teacher and large boys were employed in repairing the house, while the smaller children were scraping up an outdoor acquaintance. Amid those scenes, to me perfectly novel one of the Teacher's sons, older than I, took from my hand Dilworth's Spelling-Book, and examining it, asked questions and received answers as follows: "Are you in Baker?" No,

"Are you in a-b a-b's?" No.

"Are you in a-b-c's?" No. "What then?" "In nothing yet; I have just come to begin". In the afternoon, we heard the call, "Come to books." I began with the alphabet, and before night could read it all correctly, and felt encouraged, especially so, when allowed to turn a leaf, next day.

Our school-house was situated in a beech grove, on the bank of the river, a few miles above Charleston, Va., on the present (1854) site of the celebrated Kanawha Salines, (~~1804~~) where, in those days, our slumbers were often disturbed by the howling of wolves, or an uproar among the swine, occasioned by the attack of a wild bear, which was always promptly repelled by the hardy settlers, with their dogs and rifles, and generally attended with a total defeat on the part of the ferocious enemy.

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The teacher, #Mr. Clayton - was little more than a dwarf in stature, but decidedly, a gentleman, in his manners, and a very popular schoolmaster of that day. It is true, his scientific attainments were very limited, but that was not then objectionable, as the standard of education was very moderate. Indeed, many of those born and reared in the west, among the early settlers, had none at all, nor did they generally feel much concern on the subject. Those who did pretend to afford their children a knowledge of letters, had many difficulties to contend with, especially the want of competent teachers. The custom in country places was then was, for some one of the farmers best qualified for the task, to spend a few weeks, or months, of the most leisure season of the year, in teaching the children of the neighborhood, whose parents might choose to send them, at a small expense, say \$1²⁵ a quarter, payable in work or provisions. In this way some of them succeeded in

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obtaining such an education as
as was then thought to be necessary
among the common people; for the
course was very short and superfi-
cial. Girls learned to read and
spell imperfectly - the art of writing
being a rare attainment among
the native daughters of the west
of that day, except in the
larger towns, and a few favored
spots in the older settlements.

The education of a boy was then
considered sufficient among us
if he could spell, read, write,
and had 'ciphered to the rule'
of three⁴; and if by any superior
privilege was added to these
a knowledge of grammar and
geograph^y, he was considered
quite learned. The following were
the principal items in the bill of
expense for the entire course of
studies; one child's book, one spelling-
book, one reader, one New Testament -
which should never be excluded -
one quire of foolscap⁴, one arithmetic,
one slate, and the tuition fees
of a few quarters - The pupil

gathered his pencil from the brook,
and plucked his quills from the
wing of a raven, or wild goose,
killed, by the father's rifle.

Great simplicity of manners
then prevailed. The Teacher and
children ate their dinners from
from their school-baskets, and
frequently united, on a common
level, in the sports of 'play-time',
as they called the recess at noon.
The amusements consisted of ath-
letic exercises, such as foot-racing,
leaping, catch-ball, corner-pen, etc.
Those of the girls, who were always
required to occupy different ground,
were milder and more simple.
The scholars were, generally, disposed
to conform to the rules of the pre-
ceptor, except once a year, when
they would deliberately enter into a
plot to "turn out the master," that
they might enjoy a Christmas frolic
without restraint. The manner of
conducting on such occasions was
sufficiently ludicrous. When the
appointed time arrived, which they
took good care to keep concealed

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from the master, they met early in the morning in the school-house, and secured the door with bars, logs, &c., shutting themselves in and him out. They also took care to arm themselves with clubs, sharp-pointed sticks, and shovels for throwing ashes, should he attempt to descend the chimney. When he came and demanded entrance, it was refused; but they presented him with written terms of compromise, securing to themselves as much holiday as they desired. If he complied, the door was unbarred; if not, they put him at defiance. In some instances he obtained a reinforcement, and attempted to storm their fort, when a general engagement would ensue; but knowing what would be the consequence if overcome, they fought like little heroes and heroines, and generally maintained their ground too; for their cause was popular with the citizens, and but few would join to oppose the little rebels. Strange as it may seem this custom prevailed with the knowledge and consent of the parents and

patrons of the school, who frequently took more delight in feats of strength and activity among their children, than in literary acquirements.

Since that I have had occasion to travel through the west, and from the information obtained in this way, I am satisfied that the same things that existed in our own neighborhood at the beginning of the nineteenth century, in reference to learning, very generally prevailed in the western states and territories; from which the reader can judge of the opportunity we had of becoming scholars. #

A few years subsequently, however, a brighter day began to dawn upon us.

✓ In 1811 Mr. (William) Paine, a native of England, who was a member of the Methodist Church, came to the west, and taught the first grammar class ever formed in Cabell County, where we then lived. He had been employed about forty years as a teacher in different parts of America, raised a large family, and given them a good education,

but had little else of the proceeds of
his toils to leave them. He died
a few years after, a poor but
pious and highly-respectable man.
Such were the encouragements of
teachers among us in those days,
who were competent, for he was
eminently so. Of his first grammar
class in that part of the country,
several became professional men, and
have since been useful to society
as physicians, jurists, and divines.
Mr. Paine's school was a mile and
a half from the clerk's office, in
which I was then employed; and
after completing my day's work,
I walked that distance every
afternoon to recite my grammar
lesson, prepared at home in the
evening, and reviewed on my way
to school. Still I kept up and
graduated with the class, and never
since regretted my extra effort to
secure that little stock of knowl-
edge."

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Interview with Abe Ansell
of Greenbottom, about 1910.

My first school was below Miller Station on this (the Ansell) farm. All school houses, in those days were made of logs, and a log was usually cut out nearly the whole length of the house, at the rear. A writing desk was placed under the window. It was a plank supported by wooden pins. When it was warm enough the door was left open to provide light. This house was made of hewed buckeye logs. The chimney was of the "cat and clay" type. The building stood north and south. The chimney was at the north end. The door was at the west facing the county road. This was about 55 years ago - say 1855.

Desks were made of rough lumber. There was no blackboard. We used foolscap paper for writing. Our pens were made of quills of geese ~~or other birds~~. I don't remember seeing a steel pen in those days. The teacher would have us bring in the goose quills for the pens.

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We used the "Western Calculator" Mc Guffey's readers, Blue backed speller, etc. School lasted nearly all day with an hour off for noon; and a five minute recess, if any at all.

My first Teacher was a lame Irishman by name of Henry Kelley. He was a good Teacher, and scholarly for his day. Schools were kept in the summer time. I went to this school two or three years. Rebecca Nash and my brother John Ansell taught a term each there.

There was no dunce cap but the rod was vigorously applied. This school was known as "Buckeye Cabin".

The Knight School.

This school was named from old James Knight and was on his land. Omer Mc Ginnis, Rebecca Nash, and John Salmon taught there. Mc Ginnis sat with his hat over his eyes all day. Scholars did about as they pleased. It was claimed that his father had persuaded him to teach.

By G. B. L

The Lesage house was standing until a very few years ago, and in recent years was re modeled somewhat and used for residential purposes. Some idea can be gained of this old school from the picture of it taken a number of years ago. It was built by some of the citizens in or immediately following the year 184 .

James Knight made the deed with a proviso that it should be used for a Methodist Church open to other denominations when not so used, and also as a school for the children of the community. It stood on the upper side of the main river highway, and at the forks of this road and the one leading over the Oak Hill toward the Nine Mile Creek. It was on a bank at the left of the latter road facing toward Oak Hill.

(1) Abe Ansell said that another house stood on the bottom not far from the Green Bottom Methodist Church. It stood on the north side of the creek. It was a somewhat better house than Buckeye Cabin. It was chinked and daubed. Vene Wolcott of Guyandotte taught up there. Samuel Swain still living at the time of this interview (1910) below Athalia, Ohio. William Rigney of Ohio was another Teacher. Both were very good Teachers. My father (Martin?) Ansell came here about 1819 or 20. He said most all the Green bottom was in woods with a cabin here and there.

Elvira Hubbard from Ohio taught the Greenbottom school once.

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School on Raccoon Creek

(Elizabeth Adkins, 89 in 1910?)

My father's name was James Mays. My mother was Polly Hale. I was born in Giles Co., Virginia. My father was born in Pennsylvania. (At first she said he was born in Southern Virginia). My mother, I believe was born in Giles Co. Va. I remember when we moved to this state. I was just large enough to ride a horse. We came down Sandy River and settled on Symmes Creek in Ohio. We then moved to the Forks of Beech Fork, where Uncle Jones Adkins now lives and owned the farm. From there, we moved to Seer's Branch, to what is known as the Granny Mays place. Man Adkins owns it now. (1910) We then moved to Raccoon (Cal Hillons), and then to The Alderson Adkins farm, and then to Green Adkins Branch of Raccoon Creek. We came on horse back and brought our bedding, clothes, and cooking utensils - we had no stoves.

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I went to school on Beech Fork to Jake Douglas. We had to pay tuition. We always had large schools - sometimes we had three to four months school. When I was grown, I went to Elisha McComas, now dead. Some used arithmetics, spellers, Bibles, Testaments, etc. We learned "heart lessons" between Friday and Monday and recited them on Monday. I never saw an Indian, and so far as I know none of our people were ever disturbed by them.

(James A. Bias of Nine Mile Cr.,
on Authority of his father James
R. Bias)

"On Merritts Creek of Guyan,
there was a school house located
about 75 yards from where the
double school house now (1910)
stands. Some houses had five
corners. This was about 1846,
and the house was used till
about 1863."

Article on Schools

by

Mrs. Helen C. Hanna (nee Jewell)

Feb. 21, 1910

"Very few of the old teachers are left, and but few are left to tell.

Professor Thackston, Mrs. Kate Alberts, my sister, and I are about all the teachers now living who were teaching before the Civil War. We all taught before and after the war.

We knew very little about the management of the schools at first and I suppose if our present school examiners could see just how teachers were examined in those days, they would smile. In fact, the teachers themselves smiled at some of the questions asked, but I must say we were very successful in advancing our pupils. ~~in~~ Whatever we taught, we were thoroughly grounded in it, and we required of our pupils perfect lessons and good order.

Each Teacher had his or her own rules for governing their schools, and very few had to call on a trustee to reprimand a pupil.

call on a trustee to reprimand a pupil.

If the youths of today could be carried back to the days before the Civil War, and could see how few facilities their ancestors had for acquiring an education, I think they would overlook all their errors of speech.

Prior to the Civil War, there were very few, and each pupil was supposed to pay from one to five dollars per month for tuition. These schools were known as subscription schools. There was usually an article of agreement which the parents or guardians of the children signed stating how many scholars they would send. These "articles" as they were called, were much more efficacious than two or three truant officers, for the tuition had to be paid whether a pupil attended a single day, and every one wants the worth of his money.

Teachers did not have to pass an examination, but society demanded the services of ladies and gentlemen and it would have been

useless for any others to apply.
As an education was expensive,
only those of the better classes could
afford one.

A Teacher in those days was
required to be familiar with
Classic literature as well as with
the leading topics of the day.

We had very few regular
school buildings. There was one
brick building in Guyandotte. It
is still standing but has been
remodeled. Marshall Academy,
as it was then called, was another
school building, but the Marshall
of that day never dreamed of the
edifice that is our pride today.
Those with a few log buildings
in some sections of the country
were all I remember. We taught
in any room we could secure for
a reasonable rent, and that was
large enough to accommodate
our pupils who were supposed to
furnish their own seats and desks.

The books used were varied.
I have had as many as three
different grammars in the same
school. We used Mc Guffey's reader
and Mitchell's Geography.

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There were many classes to recite and we tried to have as many use the same Text books as possible.

We had no school houses at the beginning of our free schools, but as fast as the work could be done, houses were built, and furnished, but not with such nice desks, as they have now, but still a vast improvement over what we had at first. I Taught my first free school in Mason County, in an old carpenter's shop, I believe it was. There was one long desk fitted up against each side of the room with a long bench for the pupils to sit on, the small ones with their little feet dangling in the air.

My next school was at Barboursville. I had about the same kind of room but the desks were much better. These are a few samples of houses in use for schools just after the war.

Quite a number of Teachers used to come into Cabell County from Ohio, and Teach our schools, and carry our money back into their own state.

all or a great many of our early disadvantages are being overcome, and where ignorance used to be the general heritage of the poorer classes, now the children can have a fair education, if they choose.

Mrs. Helen C. Hanna

Guyandotte Schools

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Editorial Guyandotte Independent,
April 20, 1871

"Chap. 98 Sec. 24, Free School Law of 1867, makes it obligatory on the B. of E. of any township, when they deem it expedient to submit to the voters" the question "For the High School or Against the High School." "We think the time is now at hand in Guyandotte. Our school house is an old ratty, miserably arranged, ante bellum pile of brick and mortar".

"The editor stated that the rooms were small, partition walls thick, and that it was necessary to pass through all rooms to reach one. The flues were smoky, the roof rotten, and ceilings were low."

"Last winter, every nook and corner were filled with little wretches hovered in the soot and grease, with a kind and affectionate, motherly teacher, trying to learn them how to keep clean"

"The house was full, crammed and packed with children, and and not half of our children there at that."

He further stated that five hundred pupils were expected next winter. There were colored children enough to demand a school teacher under the existing laws. The population was rapidly increasing.

"We would not say even so much as we have (of our board of education), were it not that they are all staunch Republicans, who claim to be the special guardians of free schools."

Same - Editorial May 11, 1871

"The ratty old building known as the Town Hall on Richmond Street is about as well adapted for a school house as a wash tub would be for a racing schooner. The building is low, the rooms small, the walls greasy, the recitation rooms inaccessible, with a rotten roof and squeaking floor. The whole building suggests evil to the little innocent children sent there for careful instruction."

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But the editor (O. G. Chase) points out that all this could be avoided if there was room to accommodate the pupils. It was crowded last fall, but next fall the population will be doubled.

The Board claimed the Town was in debt, but the editor answered that they were the same men who got it in debt. He demanded to know what has become of all the Tax money for the last several years, what treasurers have defaulted and what steps have been taken to compel them to "square up" as the law directs?"

He expects five hundred children next fall, and urges even a temporary building, and promises to publish any reports the Board may make.

The Guy. Ind.

Date not copied.

Mrs. Addie Holderby and Ed Hile are each teaching a subscription school. We understand they are having all the scholars they can manage - in fact, Mr. Hile is compelled to employ an assistant. This shows the proper inclination to educate the young."

Marshall College

The Guy. Ind.

April 27, 1871

An article called
"Communicated"

"Professor Thompson's health has been bad for ^{several} months. His first appearance in chapel for this term, on 23rd inst., caused quite a sensation among the students. He is first recovering his health. Mr. Wilson, the first assistant has conducted the school with credit. Misses Summerville and Harne are both competent and energetic teachers and command the love and respect of all the students. The number of students now in attendance is about seventy. The school is in quite a prosperous condition. Mrs. Mason, the primary teacher has a flourishing school of about twenty scholars.

* Mr. Mitchell the P. M. of the City, has been superseded by Mr. Brook, an important change.

City improvements are gradually progressing. Mr. Parsons is building a fine house a few rods from Marshall College on the street leading from the landing. (Sixteenth St.). Two other houses are in process of erection in the same vicinity.

The present teachers and students of Marshall State Normal School have decided to call for a reunion of all the teachers and students that have been in connection with the school since it has been a State institution. This reunion is to be on the 22nd of June, 1871, being the commencement day of the scholastic year. We, therefore, a committee on correspondence, cordially invite our former students and all others that feel an interest in the school to be with us on that day."

"The program of exercises is not yet definitely arranged. The order, however, will be suitable addresses by some gentlemen, and essays by the ladies, these performances to be interspersed by vocal and instrumental music."

"Prof Thompson, if health permits will deliver an address, welcoming those who may be present. Several of the old students have been solicited to prepare something appropriate for the occasion."

"The students are taking hold of the matter with spirit, and we anticipate a pleasant time."

J. R. Hinkle

E. S. Rickerts

F. M. Thompson

Naomie Mason

Lou Warth

Kate Taylor

Belle Beane

Corresponding

Committee.

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Teachers in 1850

The census of 1850 lists the following teachers, in Cabell County.

William C. Bramblett, Age 25, b. Va.
m. Matilda

Enoch Reed, Age 20, b. Ohio.

David Turner, Age 40, b. England
(Listed with Union Ridge,
m. Ellenophene

Robert Walsh 43. Ireland b. Va.
m Sarah

Francis J. Duffin 46 b. Va.
m. Catherine (Killgore Settlement.)

{ Porter Wallace 34 b. Va.
m. Caroline ——— Age 32.
Beng. C. Smith 27 b. Va.
(In Holston neighborhood.)
Same

Christopher Lake 24 b. Va.

John B. Mc Ginnis 53 b. Va.

Benj. Hughes 23 (In Holstein neigh-
borhood) b. Va.

Overton H. White Age 45 \$120
b. Va. m. Matilda C. —
Age 39-

Common Law Record No. 2 (Circuit Court)

Nov. 10, 1870

It seems that the Board of Education of Union District, of which John M. (Morris) Blake was president, and Anthony Bicker, Secretary, Jesse Templeton and Frank Houchens, were members, had become indebted to Joseph N. Blackwood, in the sum of \$ 234, and that "in pursuance of a resolution passed in 1867" they had "issued an order dated Sept 24, 1867," on the Treasurer, and that they had no funds with which to pay it. Therefore Mr. Blackwood applied for a writ of mandamus compelling them to lay a levy.

School house 1817

Deed Bk. 3 p 755

School House (1817)

Deed Bk 3 p. 435

WAYNE COUNTY HISTORY NOTES.

Rufus Lester.

Back in the late 1800s when timbering was the main occupation of the people for cash and a livelihood, for that part of the year when they were not busy with the cultivation of their crops such men as Asbury Jackson, Bill Napier, Arkimides Mills, Wash and Jeff Stephens, C.W. Ferguson, Sol Thompson, Calvin Harris, A.V. Christian, Isaac M. Sister would turn to timbering. They would use ox teams of about six, or seven yoke of large steers, weighing about 1,000 lbs. each. They used a short legged, blocky yoke for draft, or wheel cattle, and a long legged tail yoke for the "Spike" or second yoke, so as to equalize the strain of holding up the draft yoke.

In the spring, about the last of April, they would hire men and go into the virgin forest and cut down the huge poplars and peel the bark off, and leave the logs lying in the woods until late summer or winter, when they would start hauling. They chopped down trees with axes, as sawing trees did not come into common use until about 1900.

They would tip the logs off full length and haul a whole tree at a load, some as much as sixty, or seventy feet in length. Some of this timber was hauled to the bank of Twelve Pole and rafted there, or run loose, and caught in a boom at the mouth of Twelve Pole. Some of it was hauled to splash dams built on small trees like Camp Creek, Big and Little Lynn, Greebrier, Trace, Wolf Creek, and others of that size.

The last splash caught in this part of Wayne County was caught in the spring of 1887 on Wolf Creek, a tributary of Trace

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Fork, to driftout staves made by Isaac M. Lester. The spars to this splash were knocked down by the late Anderville Christian, Sr. and myself.

These splash dams were usually located at the lower end of a bottom, where there was a bluff on one side of the creek to aid in building the dam, and a pen of logs filled with stones was built on the other side, leaving a space between the pens for the gates.

There were two ways of closing the openings to let the water and logs through. One was by making two gates, one hung on either side and closing in the middle, and held together by spars set against the pen and gate on each side. The other was by making the cap sill so it would turn, and boring holes through the ends of strong planks, running a rope through the holes and fastening the rope to the cap sill; and when ready to turn the water and logs through, turn the cap sill and disengage the planks from the mud sill, and let the saw logs and water go out.

G. W. Workman said to me once that it was wonderful how much more a man could stand than a brute for "I have worn out five ox teams."

The greatest waste of timber was in the peeling of the tan ~~bx~~ bark from the chestnut oaks, and leaving the fine logs to rot in the woods.

I was born in Wayne County more than 82 years ago.

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HISTORY OF THE FIRST SCHOOL HOUSE IN CABELL COUNTY.

This house was built some time in the forties, after 1844 and before 1848 by John Bryan, Wm. Bryan, Laurence Bryan, and Nimrod Bryan. It was built by these men for a school house, and was used, also, for Sunday School and church services. I am speaking now, of course, from history and tradition of matters occurring before 1869. The house is now dismantled.

I have no way, at present, to give names of the teachers whom taught the first several schools, but a Mr. James Hannan (Uncle to the Hannan Brothers, business men of our city). I am told, taught the last, shortly before the war between the States. Dr. Wm. Bryan, son of the above Wm. Bryan, was teaching there in 1861 or 1862 and was captured by the "Home Guards" and driven to Camp Chase, Ohio. He procured his freedom, however, and returned and taught the school out. These were stirring times, and men for miles around would meet of nights in this house to debate in friendly way, the subjects uppermost in the minds of them, all, the division of the Methodist church in 1844, and war clouds hanging ominously in 1858 to 1860. During the war the school and church ceased in a large measure, to function.

When this house was no longer used as a school house a very substantial building in the yard of Nimrod Bryan, the loom house, was re-modeled and turned into a comfortable school building, where school was held continuously till the public school law became operative, and a new school was built in the year of 1868, or 1869 on the Nimrod Bryan place, which is still standing, tho used as a tenant house.

These houses were all built upon the farm of Nimrod Bryan, which is now owned by T.J. Bryan, of this city.

WILLIAM ALGEO.

Pomp Wintz says:

"William Algeo came drifting down the Ohio River in a skiff which he had stolen. He was arrested, and taken to Barboursville for trial. Colonel Conwelzie Simmons, who lived where Morris Riley now lives, finding Algeo was an educated man, interceded with the Court, saying he would be a useful man in the community, and begged to take him home. He lived for some time with Mr. Simmons, who owned much land in the "Bend" of Guyandotte River. Mr. Simmons and Algeo were both Masons, and this may have been a factor with Mr. Simmons.

William Algeo, Jr. says:

"My father came from Breckinbridge County, Pennsylvania, in 1857, and lived a while with Col. Simmons. He died April 17, 1888, aged 57 years, 11 mos. and 15 days. He was born in Breckinbridge Co., Pa. and is buried in Nigger Hill. Was a Royal Arch Mason, and a member of Minerva 13. Ran away from home at the age of 16, served in the Mexican war and the civil war for four years, in 13th Ohio Cavalry. My mother got a pension after his death. He loved to wander. Was a sailor on the Atlantic on whaling vessels for three years and six months. Came to Lawrence County, Ohio, and taught school near Rome, before he came here. Was County Superintendant of Cabell County for TWO years 1865-1867, and Post Master at Ousley's Gap for several years 'till his death. Mother kept it awhile after his death. My grand-father Algeo fell off a steam boat near Pittsburgh, and was drowned.

"My father married Amazetta Swann (dau. of Josiah) in 1858. My father's great grand parents were Irish. He had

six children, two boys, and four girls, as follows:

Mollie, married T.J.Gothard,

Rachel, unmarried. Now deceased.

Lincoln, Married J.P.Wines, and lives at Barbours-
ville.

Augusta, Mrs.Frank Ellis, now living at Huntington.

Beverly, died at Ironton,Ohio.

William, living at Barboursville

Beverly married Anna Halstead.

William Algeo,Sr. taught a select school in an old house near
Ben Dial's present home, and another in an old log house on a
point above Amazia Rosso's.

DANGERFIELD BRYANT

Was one of the better known old teachers of this section. He came here long before the civil war, and taught for many years in the old field schools.

The best account I have been able to obtain concerning him was from the late William McKendree, who for several years, was in charge of the Cabell County poor farm. He says Mr. Bryant came to the poor farm before I took charge, in 1882, and remained until his death, the date of which I do not remember. He came from North Carolina. He was a teacher, fiddler, singing and instrumental music teacher, and a shoemaker by trade. He was a low, heavy-set man, lame, and weighed about 175 lbs. He kept smooth shaven. He was harmless, and never talked much. He was a good man, and a perfect gentleman. He is buried in an unmarked grave in the cemetery near the Poor House, not far from Mr. McKendree's residence.

WILLIAM BRAMBLETT.

William McKendree says:

"Billy" Bramblett was a Canadian, of French descent. During the civil war he was a rebel soldier and was captured by the Union soldiers and confined in Camp Chase. He escaped by a ruse. He hired five men who were working on breast works to bring him a pick ax and a suit of civilian clothes. When these five men went out he went along, and went, by way of Canada, back to his regiment. This is the story he told. He was quite a historian, and a great admirer of Napoleon. (Victor Keyser, 1834 Dalton Avenue, is a grand son of Bramblett). Mr. Bramblett taught at Enon church or within a few feet of 910-15 ft) present building."

Mrs. Mary Frances Vinson (born 1840) says she went to a school in a meadow in a field school above Chas. Morris, Srs. house. It was a little frame house and a Miss Uhl taught there about 1848. William Bramblett also taught in same house. (Chas. Love says this school stood almost exactly where Boyd Williams' house now stands, and "Sis", a daughter of Bramblett, came near drowning in Guyan River. She married Tas Keyser. She floated toward the bank, and was pulled out.

Mr. Bramblett taught for many years in various schools throughout the county.

Mrs. A. J. Barrett
Hamlin, W. Va.
b. 3-20-1846

" "We raised some flax, but not much here. They made table line, towels, etc, with it."

Schools

By Andrew Chapman Barrett b. Oct. 2, 1848, was 75 on Oct 2, 1925

I married Frances Eagleson, dau. of Thomas Eagleson, came here just before the Civil War, from Giles Co. Va. He was a school teacher, lived to be 112 yrs. old, and died on Middle Fork of Mud. He taught 2-3 yrs. before the Civil War. He taught on the John Sweetland farm, on Middle Fork, in a log house of one room, built for a school. It was about a house stands on the same site now. He also taught further up on Middle Fork, at a Southern Methodist Church. Geo. Roberts built a house, on the site of this one.

Schools

(Lewis Roffe lived where Joe Mays now lives, but in a different house, as the Roffe house burned ^{after the War} ~~about 1861~~.

Mrs. Roffe taught subscription schools in her house, which was a very large one. A Mrs. C. Brown also taught ~~some~~ there.

A log house stood on the site of the house still standing, formerly owned, by John Love. The old stone house, was used by Mr. Love for a milk house, but long before he came there, it was a part of the log building, at least they were close together. A man named John Smith lived there, and I lived in it with Squire Wm. S. Rodgers, who married my mother. Mrs. Wentz's mother said school was held in the rock house, and John W. Blake told the writer that he went there when he was a boy, about 1830, so it is very old.

(The Bloomingdale Church was torn down, by the Yankees, and taken to Barboursville, for use in their camp. The staid, in Barboursville during much of the war.

William S. Hensenberry built a house about where Bailey Wentz now lives, for a school building. It stood near the end of the bridge crossing Mill Branch. He also built a church house ~~west to~~ ^{above} Bailey Wentz's Spring, in the flat, in the cedar grove.

Mrs. Wentz went to a subscription school, in this church, just before the War, to Kery Handley.

This was the original Bloomingdale Church. It was planned for a good church, but the War came on, and it was never finished. It had a fine shingle roof, and was framed as a "Jenny Lind" house, and they intended to weatherboard it, but the War put an end to that.

7.

p. 62) Nov. 23, 1850.

Commissioners present, Samuels, Brandon,

() Morris, Thornburg, and William Hinchman.

p. 65) Oct. 25, 1852. Comm. present—Thornburg,

Hinchman, Buffington, and John S. Wilkinson.

p. 66) Nov. 15, 1852. Wm. Hinchman appointed president.

p. 81) Nov. 1, 1858. Comm. present—Samuels,

Wilkinson, Thornburg, Morris, and D. D. Smith.

p. 83) Nov. 7, 1859. Comm. present—Thos. J. McComas,

John S. Wilkinson, Thos. Thornburg, H. J. Samuels.

p. 84) Oct. 12, 1860. Comm. present Samuels, McComas,

Wilkinson, Thornburg and E. C. Pece.

Presidents of Board.

Wm. Buffington	? 1830.
Wm. Love	1838.
Andrew Barrett	1839.
Wm. Buffington	1840
Wm. Love	1842
James McComas	1843
John Hannan	1846
John Samuels	1847
Wm. Hinchman	1852.
H. J. Samuels	1858-1860?

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Cabell County of Treasurers Abstract of Accounts of School Commissioners

Amount in hands of School Treasurers Sept. 30, 1831	1831	1832	1833	1834	1835	1836	1837	1838	1839	1840
School Indebts paid between 30th Sept 31 and Oct 1, 1832	\$470	450.96			559.82					
Total amount of Debts	341.37	341.37			551.68					
In what years disbursed	811.80	792.33			1111.57					
Expended in tuition	393.18	182.20			357.90					
Expended in Books	10.	12.								
Compensation of Treasurers and Clerks of School Coms., Courts, etc.	18.27	13.05								
Total amount of Credits	421.45	207.25								
Balance in hands of School Treasurers 30th Sept. 1832 to be accounted for	350.35	585.08								

By Mrs. Florence Miller.

I went to Ben Thackston. I studied Latin with him. He was quite thorough. He was my first teacher. He taught a private school in a building about where Mr. Jimison now lives, ^{Dr} was a house for negroes. He ran this school for several years. The principal people of the town came to him; several large boys and some girls. He taught mathematics, Latin and English grammar. People usually went to Staunton, to Wesleyan Female College. Several girl's schools there. My brother lived in Indianapolis. I went there about three years and to Staunton two years.

By Pomp Wentz.

The first school I ever went to was at the mouth of Smith Creek to Jim Porter, in an old log dwelling house with no floor, and puncheons for seats and fire place.. No stoves. Seats made by putting legs in auger holes in the round sides of half logs. He used an elementary speller and arithmetic. A log was cut out full width ^{of} the rear of the house. This was about 1859, or 1858. My mother's family went there. We lived on Smith Creek, where where Polly Swann,, widow of John, born Polly Childers, daughter of Childers. and from two miles away.

The next school I went to was ~~was~~ to old man ^{Joseph} Gill, (the first Gill), on Tyler Creek, about 1861-2. This was in a large, hewed log house, now used for a church. It is weather boarded and is near the mouth of Tyler Creek. We then moved to Dusenberry Dam, and I went to school to Mrs. Lewis Roffe in a house at Roffe's (his office) and part of the time in a room of his dwelling. The term lasted but a month or two. Roffe was broke up. This was two to three years after the war. There were no schools for some years.

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The first public school that I remember was at Mill Branch school. It was built four to five years after the war.

Harriett Hall taught in one room of a house at Bailey Wentz's ~~place~~ (He tore it down) before the house at Mill Branch was built. She also taught at Swamp Branch and at an old house beyond Emaziah Rossq's belonging to C.L.Roffe.

-SWAMP BRANCH SCHOOL -

Billy Bramblett taught a subscription school in a little frame house on site of present Boyd C~~W~~msthorne. Probably taught there 2--3 schools.

My Aunt, Virginia Swann Love, (Sister to Peter) taught one or two schools in a little house built in the yard, near the smoke house of Peter ,Love.

William Algeo is the first teacher that I remember under the free school system. The building was a log school at, or rather about 200 yards below the mouth of Swamp Branch. He taught several terms.

Then Andy E. Melrose taught in a second house built on same foundation, or near it. (See Sampson Sander's Notes). Then the new frame was built on present or recent location about 1895 or 1896.

School.

Deed Bk 10 P. 86.

March 26, 1849 Jacob and Elizabeth Harshbarger, for \$1.00 deed to, or rather, make an Article of Agreement with Daniel Love, Samuel Everett, and David Harshbarger "on the south side of the turnpike road for a neighborhood school".

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Beg. at a culvert across a drain about a quarter of a mile ~~ake~~ above the Great Falls of Mud River and up said drain 30 or 40 yards to a Spanish Oak and Dogwood; thence up a small suck across a point to trees and another small drain, and down said drain to the Turnpike, and down the same to the Beginning, containing about one half an acre.

"Have given, granted, bargained and sold said land to the said Daniel Love, Samuel Everett, and David Harshbarger, Trustees of the neighborhood for school house".

SCHOOL

By Emma Hanly, above Milton.

I attended school in a very large log school near Union church on the site of a residence on East side, going up, to old Mr. Vass, of Milton (Perry Showalter) went there. A residence on the site. I also went to old Morris Jordon, a cousin (brother's) (children) to Morris Jordan, above Hospital. He was son of old Wm. Jordon.

Fanny Morris, sister to Walter Morris taught there. James Hatfield taught there. There was a large, burnside stove, old fashioned benches on which five or six persons sat.

- SWAMP BRANCH SCHOOL -

Mrs. Harriett Hall taught the first school after Civil War at Swamp Branch. All the scholls before that were subscription schools.

Virginia Love, a half sister to Peter E. Love, taught a subscription school before the war. An old log school house (log) stood on site of the old salt well, just below the swamp. Branch, and on river bank, and on the knoll. Alvin Davis moved it to his farm, and Charley Davidson took the logs and hewed for a barn ~~xxxxx~~.

framing for Davidson Bros.

Charles Hall taught a summer school there; Harriett Hall taught there. They had only one son, Will, dead. Algeo taught a term there. He condemned it while Superintendent. They built the frame on same site, and Bloomingdale church was held in it after war. It was later moved to Chas. K. Morris' place. Preaching by Calvin Rece in the morning, at Swamp Branch. In the afternoon at Childer's school house.

Davidson's moved there in 1867, and I went to Mrs. Hall, Mr. Hall, and Algeo, and Melrose. Mollie Williams, sister to Chas. A. taught at Merritt's Creek.

- SCHOOLS -

Written Nov. 21, 1941,

By F. B. Lambert

There is evidence that many settlers came to Cabell County many years before there were any permanent settlements; and there were no schools until after permanent settlers did arrive--which was about 1800. The first people who settled in Cabell had more pressing problems than education. The first schools of which we have any knowledge were those reported by Thomas A. Morris, in the vicinity of Howell's Mill.

In Deed Book Page there is a call for an "old school house". This was dated 1817(?). This was located on Guyandotte River, four miles above the Court House Another early deed (18) Deed Book Page) mentions a school house on the Ohio River, about half a mile below Guyandotte. Since these schools were not supported from public funds it was only on such rare occasions that any record was made of them.

However, we may be assured that there was some means of instruction for the children of this very early date. Many of the pioneers were able to read and write, and they, no doubt, instructed their children at home. Their Bibles were carried along with other indispensable articles, such as guns, cooking utensils, &c, and one had to learn to read in order to study the Bible. Many families brought along a few other books besides their Bibles.

Only free children were permitted to attend schools and receive free tuition. Fear of the Indians passed when Mad Anthony Wayne, in 1794, met the Indians at Fallen Timbers, near the North western Ohio-Indiana border and forever broke their power.

Feeling the importance of education for the citizens, ~~the~~ the Assembly, at its session of 1809, established the Literary Fund: It was provided that escheats, confiscations, forfeitures, and certain fines and penalties, derelict property accrued before Feb. 2, 1810, and all such accruing after that date, should be "appropriated to the encouragement of learning". Militia fines were also added to this fund.

Schools established under this Act were to be subject to the orders and regulations of the General Assembly.

The Assembly further declared that the said fund should only be applied to the "education of the poor^r", and solemnly protested against any succeeding General Assembly changing that provision. The State Auditor was directed to open an account with this fund and provided for a Board called the "President and Directors of the Literary Fund", consisting of the Governor, Lieutenant Governor, Treasurer, Attorney-General, and President of the Court of Appeals".

The Governor was made the presiding officer. This Board was to make an annual report to the Assembly and such recommendations as it should see fit.

Each County was to have an Agent, or Attorney, who would serve without charge and report any funds not properly applied to the Fund. The Fund was to be invested in the stock of the Banks of the State. Land forfeited for the non-payment of taxes helped to swell this fund after 1814. Other sources were found from time to time.

The Assembly of 1817 provided that the County Court of

each County should appoint from five to fifteen "Scool Commissioners" who were to meet at least annually, at the Court House in November, and elect one of its members Treasurer. This official was to receive the County's quota of the fund. A bond of \$2,000.00 was required, payable to the President and Directors of the Literary Fund". A majority was to constitute a quorum. The Commissioners had almost unlimited power over the Fund. They determined the number of poor children they would educate, and furnished them books and writing materials. Consent of parents or guardians was required. Reading, writing, and arithmetic were taught.

The Aldermanic School Law.

We have heard much of the Aldermanic School Law, passed by the Virginia Assembly Dec. 26, 1796. At that time practically every section of what is now Cabell County was a "howling wilderness". Kanawha County then included all this territory to the Big Sandy river. So far as known, there was not a single permanent settler here; hence, there were no schools of any kind--and no need for any. It is not even certain that the law was put into effect in any part of Kanawha County. This law had many of the features of the late County Unit Law of 1933.

The people were annually to elect "three of their most honest and able men" as Aldermen. The following is a summary of their duties:

1. To meet on the second Monday of each year, at the Court House.
2. To decide whether it was practicable to put the Act into effect,
3. To divide the County into Sections, corresponding to what has recently been known as a school sub-district.
4. Each District to be given a name, and this name

name to be certified to the County Court, whose duty it was to make a proper record of such in his office.

5. Changes to be made only when necessary, and then as directed by the County Court.
6. The citizens of each District to meet upon notice by the Aldermen, on the first Monday in September and select a place for the new school. In case of an Alderman living outside this District were to cast the deciding vote.
7. The Aldermen were then to have a school house built and kept in repair and if necessary, rebuilt, in which case the citizens were to decide whether the new building should be on the same site, or another.
8. The Aldermen were then to select a teacher; and, upon cause, might remove him.
9. One of them must visit the school at least twice a year, examine the pupils, and have supervision of the teacher's conduct.
10. Tuition was to be free for three years, after which parents, or others were permitted to keep them in school as much longer as they should pay their tuition.
11. School taxes were levied by the Aldermen and collected by the Sheriff and turned over to the Aldermen.

The law was to go into effect Jan. 1, 1797.

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It is reasonably certain that some kind of schools were in operation in this section; but it is most probable that they were at first instructions in homes by parents or older members of the family.

Cabell County was formed in 1809. By this time the County was sufficiently settled that regular teachers were employed; but the teachers were paid by private subscriptions, plus a small amount contributed from the Literary Fund, for the education of poor children.

The Board of Aldermen, in its powers and duties, corresponded to our present County Boards of Education, with the duties of the County Superintendent added.

Such was the attempt by the Assembly to establish a free school system in which reading, writing and arithmetic were to be taught.

Puncheons were used for seats. These were set on large pins in such a way as to form legs or supports. Two large holes were bored near each end and pins driven into them. The benches were not graduated in height for pupils of different sizes, or ages. Many tired, humped backs, were the result.

--MERRITT'S SCHOOL --

By Mrs. Terry Houchin.

A house stands on the bank to left of our house, going down the creek. It is on bank, and on the site of this was the old log school. The door was at the lower end, three windows on a side. It was built before I can remember. I was 77 1st July 14th. We burned wood. Blackboard was in upper end.

Teacher: Ida Jones.

May Abbott,

Henry C. Dunkle,

Deffenbaugh,

Miss Sidebottom, of Barboursville.

Henry Childers,

-SCHOOLS -

The frontiersmen built their early schools in very much the same way they built their houses. They had a house raising after cutting and hauling the logs to the chosen spot, which was often in the edge of the woods where there was a very small piece of land, in an unsuitable place for cultivation. Here the men notched round logs and raised a cabin. They often covered it with clap boards, which they weighted down with poles, as nails had to be carried on horse back from the East, and thus, were expensive. (Give further description of floors, &c).

Virgil A. Lewis called these schools "Old Field" schools, but I find no record that they were ever known as such in Cabell County. After the logs were laid up an opening was sawed in one end for a door. Similar openings were made for one, or more windows, and for a fire-place. A chimney was made of flat stones gathered from the field and hld together with mud. Later, they had "cat and clay" chimneys The lower part till a point was reached above the fire-place, was made of flat rocks and daubed with mud, as described; but the upper part was made with sticks split from larger timbers and laid in mud.

There was no floor in many of these buildings, only the ground serving as a floor. Later puncheons were used, and then timber made by whip saws.

- Schools ²/₄

Nov.24,1941.

Sometimes a considerable length of a log was removed from one side to admit light. This allowed free access of air, cold or hot. At other times one, or more windows were cut out on one or both sides. Short lengths of boards were fastened to the ends of the logs, in the opening to hold the logs in position. Where nails were not available, wooden pins were used. If glass could not be obtained, as was usually the case, a frame was made, and greased paper was used instead. One can imagine the amount of light these windows would admit. Often window shutters were made of whup-sawed lumber, and hung on wooden shutters by wooden hinges. attached to the logs by large nails made by blacksmiths, or by wooden pegs. Doors were made in the same way. There was not a single modern comfort or convenience in these schools. There was no black board, and no crayons. The boys used slates and slate pencils. It is even likely that the early pupils were even denied these conveniences, and had to do their figuring on boards with charcoal, or in their heads. Slate pencils were often whittled out of soap ~~stone~~. Pokeberry juice, and later indigo bluing was used for ink.

See article in W. Va. Review about Jan. or Feb. 1941.

" Callahan's History

Reynolds, P.B.

Act. Pres W. Va. July, 1893 -- June, 1875,

Dep't of Economics and Sociology, 1901-1910.

Chas. W. Pine died Feb.18,1915, at 85-8-13. He married Margaret Davidson 3-2-56; He 24; She 19. Both single. She was born in Missouri. He was the son of William and Elizabeth Paine. She was daughter of George and Mary Dinnison.

Deaths:

C.W.Paine died Feb.18,1915, at 85-8-13. Was a school teacher. Married Dr. P.H.Swann. Married Margaret Dinnison. (2-3).

T.W.Peyton, died June 10, 1912. A lawyer.

✓ 55

When Cabell Co. was established it was one of the largest counties in the State, extending from the Ohio river on the north to the Flat Top Mountains on the south, and from the Big Sandy and Jug River on the west eastward so as to include the water of the right fork of Cole.

In the year 1833 there was a "common school" in Barboursville.

Marshall Academy at Guyandotte (now H'ton) Cabell Co. incorporated March 13, 1838.

The independent district of Barboursville was established Feb. 12, 1867.

The Barboursville Seminary was established in 1888.

Among those most actively engaged in pioneer educational work of Cabell Co. were Robt. Coburn, John Coburn, E. E. Morrison, Robert Barbour, and Charles Simpson. Other older teachers were Wm. Algeo, C. W. Paine, J. B. Summers, William Bramblette, John J. Rousey, Geo. Kaiser, C. F. Thornburg, Frank Herndon, L. W. Wilson, Henderson Davis, Andy H. Melrose, Henry Lambert, and R. F. Brammer.

The school system, thus established in its crude state of existence in 1865 in Cabell County, has developed into its fine proportions of today.

Early Schools in Barboursville. ✓

The Civil War was over, but it took some time to put the public school system into operation.

June 5, 1867, the Common Council met for this purpose. William Gilges was County Superintendent of Schools. John B. (Fatty) Baumgardner was Mayor, C. W. Hall, Recorder, and Henry J. Samuels, Joel K. Salmon, Andrew J. Dick, and William Merrill were Councilmen. It seems that Miss Irene McComas was a teacher and had, for some reason been dismissed. County Superintendent Gilges wrote the village Council protesting her dismissal, and a majority of them voted to re-instate her, as she had taken the oath required by law.

On May 27, 1867, Charles H. Hall ~~was~~ was employed, as a teacher, at \$2⁰⁰ per day. Council to furnish a room to teach in for the purpose.

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On the same date, Miss Irene McComas was employed, at \$40 per month, to begin June 3, 1867. She furnishing her own house to teach in, also seats and desk, at her own expense. Miss McComas was a daughter of Rev. William McComas, who lived, in the old brick beyone the present brick yard. It was a long ways, for children to walk to school.

On June 25, 1867, Miss McComas was required to Take the test oath, and "file it as the law requires," and "upon her failure to do so that she, at once, desist from teaching said school.

June 26, 1867, a levy of one dollar, on the one hundred dollars, was laid — 40 ¢ for schools, 40 cents for roads, and 20 cents for scales.

Oct. 30, 1867, on motion of James H. Ferguson, Miss Helen Jewell was chosen female teacher,

~~June 3,~~

On the same date, ~~Charles H.~~
~~Hall was employed, a~~

3

and the Mayor was to employ her, not to exceed three months, at \$40 per month. The Committee on Education was to select a room and fix seats, at as reasonable a price as possible.

On Sept 14, 1867, Charles H. Hall received three mos wages, to be paid from the State School Fund of 1866. This was probably, at \$40 per month.

On March 12, 1868, Mr. Hall received another order, for \$150, for three months teaching. Evidently his wages had been increased.

In order to raise the necessary funds, it was found advisable to charge a small tuition. Hence, we find that A. J. Hick was instructed to collect five cents a day, from Thomas Adams, \$1.25, and the same from Mrs. Margaret Hodge, for Tolliver Lusher, for 21 days, a total of \$1.05.

Charles H. Summerson was charged five cents a day, for fifteen days, for his sons George and Richard.

May 10, 1868, a levy of 50¢ was ordered for schools, roads, and incidentals.

August 13, 1868, the recorder was ordered to advertise, for applications to teach schools, commencing on the first Monday, in September following. As a result Margaret Kincaid and Charles H. Hall, were each employed to begin Feb. 4, 1869, for four months, at \$50 per month.

On April 17, 1869, Miss Irene McComas was allowed \$40, for a month's salary, for teaching, in 1867. There had evidently been a dispute on this, for a former council had ordered this paid some time previously.

On Oct. 18, 1869, Lot No. 32, and fraction Lot 38, ~~of~~ were condemned for school purposes. R. H. Bright was Mayor, and Henry J. Samuels, John Mills, and William Merrill were commissioners. A two-room building, was later constructed on the lower side of the alley, behind the present post office.

Oct. 20, 1869, the Council ordered two schools to be commenced, on the 8th day of November, in houses of James Mc Hermit, and Mrs. Neuberger, if they could be had, for the purposes, a male and female teacher to be employed. Accordingly, Benj. H. Thaxton, and Miss Kate Jewell were employed. Mr. Thaxton was permitted to take not more than ten outside scholars, unless the citizens should subscribe enough to make his salary \$75 per month.

"in which case, no outsiders shall be taken.

Miss Kate Jewell was employed to teach four months school for girls, at \$35 per month. (Girls were not very important, in those days.)

Jan. 12, 1870, Greenville Harrison was now a member of the Board

May 27, 1870, the School Commissioners were ordered to advertise for bids, for erecting the school in the alley. Benj. F. McCune was the lowest bidder, and agreed to build the two-room building, for \$1000. the same to be completed, by Oct. 15, 1870. It seems that the specifications were not advertised and there was some additional work required, so Mr. McCune was allowed an additional \$25.

Nov. 16, 1870, the School Committee was ordered to have a coal house, privy, and front fence built, for the "benefit of the scholars and School house".

Dec. 5, 1870, John W. Church was employed, to "teach a male school of five mons, beginning Dec. 12, 1870, for \$45 per month. Miss Kate Jewell also was employed at \$80 per month, for the girls. This school ended June 2, 1871

June 6, 1871, the Treasurer was ordered to pay Miss Kate Jewell \$200, for her school ending May 31, 1871. The village assessor was ordered to take the enumeration of all youths, from six to twenty-one.

August 26, 1871, advertisements, were teachers, were ordered, and bids were received from

Mrs. Harriet F. Hall, at \$40 per month
 Miss A. D. Hoff " " " "
 Miss Lina Maupin " \$50 " "
 Mr. Charles Guthrie, terms not stated,
 J. L. Lasley, \$60 per month.
 John W. Church \$50 " "
 Moses S. Thornburg " " " " who

was employed, as male teacher, to
 begin, in October, 1871, for a
 term of six months.

Council took further time to
 consider the application of
 Miss Hall, and Miss Hoff, until
 Sept. 27, 1871, when Miss Hoff
 was employed, as a female
 teacher, to begin ^{the first} Monday, in
 October, 1871, with the under-
 standing that, if her services
 were not satisfactory, she would
 withdraw.

Oct. 28, 1871, ordered that Mrs.
 Thomas Joy, Mrs. Strupe, Mrs. Mary
 Merrill, and John Dodd, be

() permitted to send their children, to Barboursville, when properly transferred. This meant they ~~did~~ lived outside the corporation, and that the Barboursville District Board of Education would have to pay their tuition.

March 15, 1872, Miss A. D. Hoff asks the use of the school house, to teach a subscription school, but Council took further time. They later decided to employ her, for two additional months, May and June, and a committee, composed of James H. Ferguson, H. M. Scott, and Mr. V. R. Moss, to find out whether Miss Hoff would take the school, at \$50 per month, limited to fifty pupils, but if they exceeded that number, they were to pay tuition, "in proportion." Evidently, Miss Hoff was very satisfactory.

Moses S. Thornburg took sick, and could not finish the sixth month of his school, and Miss. Hoff was given \$104.65, to do so, this to include her sixth month. She was then paid \$104.30, for her services, as teacher, after the expiration of her sixth month. but later, it was found that the Council had made an error, the amount due her, being \$87.50, forty dollars, for her last month, and \$47.50, for the 19 days of Mr. Thornburg's last month. Money was not wasted, on even good teachers, in those days.

This was on July 18, 1872, and the School Committee was again directed to advertise for teachers "by a handbill, or in some newspaper, printed, in the County."

Nov. 6, 1872, charges were preferred against ~~W. M. B.~~ Ryan, a school teacher, by some one, and he offered to resign. He had already taught

three months, and was paid ~~for~~ \$270, for his services, apparently the largest salary that had, so far, been paid to any teacher. Apparently, the charges were dropped.

Jan. 4, 1873. the Peabody Fund was helping to support the village schools. It was handled through State Superintendent Charles Lewis.

The Treasurer ^{and Constable} was ordered to set aside \$5⁴⁰~~00~~, for the purpose of paying the teachers of the village.

Feb. 14, 1873, Lucian C. Ricketts now was Mayor.

M. B. Ryan was employed to take charge of the whole school, by consolidating, "both schools, into one", provided there were not more than 35 pupils, the present average.

Feb. 24, 1873, a petition was presented against M. B. Ryan, signed, by P. G. Pennell, and 40 others, praying, for a change, in the school. Mayor John B. Baumgardner refused to preside,

and E. W. Benne, one of the Council, withdrew. Albert Laidley moved to hear and record the petition, and Mr. G. Ryan talked against it, then tendered his resignation, in writing, which was accepted. There was found to be due him \$225, which was paid, from the Peabody fund, then, in the hands of Thomas Thornburg.

May 1, 1873, Miss A. D. Hoff was granted the use of the village school house, to teach a subscription school, but to give possession any time called upon, by the council.

Aug 8, 1872, George E. Thornburg, the Recorder, was ordered to post the necessary notices, for the election of school officers as required, by law, for the election to be held, on August 8, 1873.

Aug. 13, 1873, Council certified that at the election held, at the school house, (in the alley) William Algeo, on August 8th, had received 58 55 votes, and J. Alfred Buckner 7 votes, for County Superintendent of Schools.

There were 58 votes for the School levy, and 3 votes against it. William T. Thomas, well-known attorney, was Mayor.

At a meeting held Sept. 16, 1873, it was ordered that the free schools of the village, be for five months, and that a male and female teacher be employed.

Ordered that W. H. Parrott be paid \$50., and Miss A. H. Hoff \$40. for services as Teachers, for the month ending Dec. 30, 1873. each of whom had been employed for five months, with the understanding that either of them could be dismissed, for any misconduct, they, or either of them, might be guilty of.

or, for failing to discharge their duty as teachers, (No chances were to be taken,

~~Feb. 11, 1874,~~

Dec. 15, 1874. Evan W. Blume made charges against E. F. Butler, that he had sent home Albert, Ralph, and Henry Blume, for uttering words to Miss Holl. It was decided that while the teachers had the "right to correct the scholars" while under their control, but must first report to the school committee, or trustees. (They law gave teachers rights, but they had better not use them.

April 9, 1875, ordered that Miss Loua Holl, be allowed \$80, for teaching the two additional months, agreed upon, by the Trustees.

Aug. 23, 1875, at an election, held August 13, 1875, it appears that D. L. Duncan received 43 votes, for County Superintendent of schools, and William Alges 14 votes.

Mr. Algeo seems to have lost his popularity, in Barboursville, 1)

At a meeting of the Council, Sept. 10, 1875, the school term was set, at four months, and a male and female Teacher were to be employed, at \$50 and \$40 per month respectively.

Mr. S. Thornburg was paid \$4⁰⁰, for taking the school enumeration, for 1874 and 1875

Mrs. Jerry Houchin. 71

About two miles from Barboursville, an old log school house stood on the right bank of Merrill's Creek, just below the Jerry Houchin residence. The door was at the lower end, and there were three windows, on each side. It was built, before Mrs. Houchin ~~can~~ ^{could} remember. The blackboard was in the upper end. Among the Teachers recalled by Mrs. Houchin, were

Ida Jones

May Abbott

Mr. Deffenbaugh

Henry Childers

Henry C. Dunkle

Elsie Sidabottom of Barboursville.

This was a typical country school of those days. Heat was supplied by a burnside stove, and wood. Ida Jones lived a short distance toward Little Seven Mile, beyond John Ad Baumgardners

(Mrs. Harriet B. Hall taught the first free school, at Swamp Branch, just after the Civil War. All schools, before that, were subscription schools.

Virginia Love, a half sister of Peter E. Love, taught there, before the Civil War.

An old log school house stood, on the site of Tom Ward's Salt Well, on the Guyan River bank, just below the mouth of Swamp Branch. Alvin Davis moved this building to his farm, and Charley Davidson took the logs, and hewed them, to make the framing, for the Davidson brothers' barn. Charles Hall taught a summer school, at the same place. William Algeo condemned this building, when he was County Superintendent of Schools of Cabell County.

Later, the Board of Education of Mc Comas District, built a frame house, on the same site,

and Bloomundale Church used it after the war. It was later moved to the Charles K. Morris place, and Rev. John Calvin Rice preached in it, on Sunday morning, and in the afternoon, at Childers School house.

The Davidsons moved to this section, from Putnam County, and Mr. Waulz says he went to school to Mrs. Hall, William Algeo, Andy Melrose, and Mr. Hall.

Billy Bramblett taught a subscription school, in a little frame house, on the site of the Boyd Williams home, at Martha station. He probably taught there two or three years. Virginia Susan Love, sister of Peter E. Love, taught one or two schools, in a small building near Peter Love's smoke-house. William Algeo was the first teacher remembered by Mr. C. A. Love, under the free school system.

He taught there several years, in a log building, located about 200 yards below the mouth of Swamp Branch.

Then Andy Mebrose taught in a second house built, on the same foundation, or near it.

About 1895 or 1896, a new frame building was built about the same place

()
Helen Jewell, later Mrs. Job I. Hanna,
and Overton White were prominent,
as teachers, before the Civil War.
Mr. White died, in the early 50's,
but Mrs. Hanna was living as late
as 1910, and no doubt, has many
descendants living yet.

The old log school house, at Cox's Landing, stood on the Ohio River bank, below the mouth of Seven Mile. There was no school, at the end of Cox's Lane.

A family named Bowen lived on the hill side, near the present Ohio River road, and the ^{upper} lane leading out to Cox's Landing. A later school, known yet as Coxes Landing, was built on a point near the Henry Lambert home, on the pike, and to the left, and between the two lands. This has been enlarged, in recent years, and now has several rooms. All these early schools had but one room.

Another log school was on the flat behind Albert Dilton's. Both these schools were in Barbersville District.

June Fulkes, from Lawrence County,
Ohio, taught several schools, at
Cox's Landing. in the building near
Dyke Bowen's, on the river. This
was about 1869 or 1870.

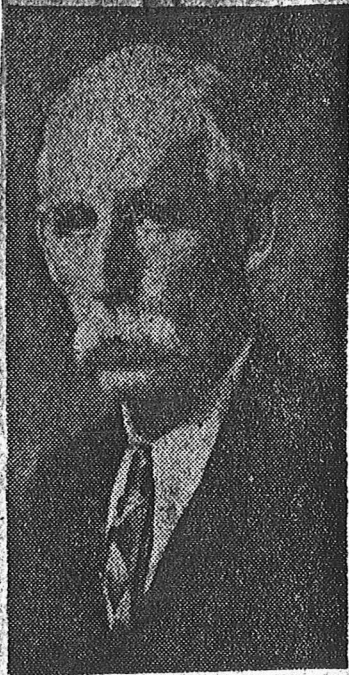
Miss Emma Handley.
Rt. 1, Millon.

() There was a very large log school building, near Union Church, above Millon. It stood on the site of a residence occupied by Mr. Vass. It was on the east side of the road.

Lev Perry, the shoemaker, and Miss Handley went to school there to old Morris Jordan, son of William Jordan, and cousin of Morris Jordan above the hospital. They were brothers' children. Fanny Morris, sister of Walter Morris taught there. Also James Hatfield.

They had old time benches, on which five or six children sat.

() The writer remembers, a story in an old newspaper, which told of a summer school held, probably, in the above school building, in which, about 75 pupils were enrolled, the principal reason being being that they objected to Yankee teachers from Ohio. Local teachers couldn't take the test oath.



RUFUS LESTER
Retired Educator Dead

Funeral For Rufus Lester To Be Today

Funeral services for Rufus Lester, 84, a Wayne County educator for 41 years and former county superintendent, who died at midnight Thursday at the home of a son, Harry Lester of Fort Gay Route 1, will be conducted at 2 P. M. today at the Mount Vernon Church by the Rev. Henry Mullens. Burial will be in the Mount Vernon Cemetery.

Mr. Lester was born March 1, 1868, in Wayne County, a son of the late James P. and Sarah H. Moore Lester. He had taught school in Wayne County for 41 years before his retirement three years ago. Mr. Lester, also a retired farmer, served as a member of the West Virginia House of Delegates from 1933-35. He was a member of the Greenbrier Baptist Church.

Survivors include one daughter, Mrs. Claude L. Matthews of Huntington; one son, Harry Lester of Fort Gay Route 1, and seven grandchildren and 12 great-grandchildren. His wife, Vinnie May Bloss Lester, died in 1943.

The body is at the Gurtlight Funeral Home at Louisa, Ky.

Early Schools in Barboursville.

Mrs. Christian, of Huntington, whose husband, Walter V. Christian, was principal of the Barboursville Graded School, has a diary of her father, David Mc Ginnis, who was an early school teacher, about 1840-42. He was a member of the first graduating class of Marshall Academy, 1837-8. He taught a private school, in Barboursville, and charged \$1.00 to \$2.00 per month tuition.

Charles Simpson of Lincoln Co., an Englishman, taught, in the old court house which was torn down, in 1852. Mr. W. C. Miller said he was a small boy, at the time. Mr. Miller then said that the next teachers, he remembered, were Joseph Foster, and his wife, who taught, in the old Methodist Church, on Water Street, which stood beyond the Thomas West Peyton home.

Edward Vertigan, an Englishman, and his wife, taught here,

for several years, before the Civil War. They were professional teachers, and came from Virginia.

Noah(?) McClellan taught, in a ~~two~~ one story house resembling a residence, which had been re-modeled, by removing a partition. It had an ell, and was torn down, about the beginning of the Civil War. It stood, in the old cemetery, in the upper edge of town. Charley Lattin, a surveyor, lived in this building. McClellan was a good teacher, and a well-educated man. Jared Armstrong, a northern man, also taught, in the 50's.

James Thornburg, a son of Solomon Thornburg, also was an early teacher. He was the father of Mrs. R. E. (Mrs.) Vickers, who is living yet, at an advanced age. Another good teacher was Miss Fanny Chapman who taught before the Civil War.

Edward Vertigan had the finest library of any man, in this section.

about 1863.

Wm. C. Miller

Some people went to Ashland, Kentucky, during the latter part of the War. Reverend Bayless, a Presbyterian minister was in charge of that school.

Mrs. Florence Miller, later wife of George F. Miller, the banker, and sister of Wm. C. Miller, said she went to Ben Thaxton. He was very thorough. He taught a private school, in a building, just beyond, the old John Samuels home. Negroes had lived in it.

Mr. Thaxton ran this school for several years. The principle people of the town came to him. He taught mathematics, Latin, and English grammar.

The school, at Staunton, Virginia, was known as the Wesleyan Female College, and several Barboursville girls attended it. Mrs. Miller's brother, Joseph Miller, lived, in Indianapolis, where she was married. She went there about three years, and to Staunton about two years.

People were really enthusiastic about education. Some of them sent their daughters to Staunton, Virginia, or to Cincinnati, and other places.

Pupils came, on horseback, from the surrounding county, and as many as a hundred pupils were often enrolled. During the War, they usually had no schools, but Miss Ceres Brown, a sister of Judge James Brown of Charleston, taught in the corner room of what was later called "Music Hall," of ~~now~~ Morris Harvey College, yet standing, on the corner of Main Street, and Center, in Barboursville. She was an aunt of John B. Laidley, who hung himself, after he married Jennie Allen. It was formerly a store belonging to John and Sig Miller. John S. Miller lived, in an ell of the same building, Miss Brown taught, for the purpose of keeping up the training of John Laidley and his sister.

J. J. ("Pomp") Wentz, said: The first school I ever went to, was at the mouth of Smith Creek, to Jim Porter, in an old log dwelling house, with no floor. It had puncheons, for seats. Logs were split, and holes bored, in the round sides, and legs were inserted. There was a fire place, but no stove. He used an elementary speller, and arithmetic. A log was cut out full width of the rear of the house. This was about 1858-9. My mother's family, ~~Walson, and George Rodgers,~~ and ~~John Rodgers, and their sister,~~ ~~went there.~~ We lived, on Smith Creek where Polly Swann, widow of John Swann had her home. We had to walk about two miles.

The next school I went to was to Joseph Gill, on Tyler Creek, about 1861-2. It was in a large hewed log house, now used, for a church. It is weatherboarded, and is near the mouth of Tyler Creek"

"We then moved to Hensenberry Dam, and I went to school, to Mrs. Lewis Roffe, in his office, adjoining his home, and part of the time, in his home. The term lasted but a month or two. Mr. Roffe had loaned much money, and had a lot of land bringing in no revenue. As a result, he became bankrupt, and lost all he had. Some years there were no schools at all.

The first public school that I knew of was at Mill Branch. It was built, four or five years after the war—say about 1870.

Mrs. Harriet Hall, wife of Charles Hall, taught, in one room of a house which stood, on the site of the present Bailey Waulz home, at the forks of the roads leading to Heath's Creek, and Tom's Creek. This was before the school house was built at Mill Branch, about a half mile, from Bailey Waulz's, toward Tom's Creek.

She also taught at Swamp Branch,
and, at an old house, on the
left bank of the river, about
the bridge. It belonged to C. L.
Roffe.

Thomas L. Brown lived about five miles up Mud River, near Zoar Baptist Church. He said: "The first school I remember was taught, in a log building, which stood between the road, and Mud River. It was moved, in the early 80's to the Forks of Trace Creek, of Mud River

I went there about 1871, and remember the following Teachers

A Mr. Holt, (not the Judge)

A lady, whose name I have forgotten.

Ed Summers, my favorite, a brother of Thomas B. Summers, of Milton.

George Bosler

Bora Morris, brother of Ferd Morris

Agnes Sidelbottom of Barboursville

Marcella Sturm, wife of Addie Sturm.

Anna Perry, daughter of Rev. Thos. H. Perry of Milton

1871, Continued
James McConnell
John Napier,
Mary M. Johnson, Normal student,
Chas. Shattuck
Mary Tyler,
William Workman,

Number 3. — *Certificate Number.*

H.S. Adkins,
Winchester Adkins,
Isabel Dallison,
Fletcher Fraley,
James T. Harley,
J. Wesley Merricks,
Naman Morrison,
J.P.P. Lester,
Walter Osburn,
Victoria Partlow,
Goodwin Preston,
Samuel Ratliff,
Michael Stump,
High S. Sansom,

Number 4.
Winchester Adkins,
Jerry Dimond,
S. J. Ferguson,
James A. Frasher,
Moses D. Jarrell,
J. Miller,
Stephen Staley,

Number 5.
Alexander Artrip,
John Jackson,
John Hodges,
W.W. Prince,
John G. Rigg,

1872.

Number 1.
M.V. Chapman,
Aug. A. Chapman,
E.F. Chapman,
C.E. Holley,
Wm. Fisher,
James P. Keyser,
America Mansfield,
A.H. Melross

1872, Continued.
Maek Poore,
Addie M. Poore,
E.H.Pendleton,
H. Clay Ragland,

Number 2.
Arabella Beare,
C.S.Beare,
J.L.Bloss,
Fanny Hollenback,
N.K.Handley,
Jerry Dimond,
A.E.Kendrick,
Emma McComas,
J.F.Mosely,
H.K.Stratton,
Mary D. Tyler,
Eugenia Wagner,
James Weddington,
James P. Wellman,
Wm. M. Workman,

Number 3.
H.B.Adkins,
Morgan Baker
America Booth,
Alex. Collins,
Wm. A. Deane,
William S. Ferguson,
A.W.Ferguson,
Chapman Fry,
N.B.Ferguson,
Marion Johnson,
William Johnson,
J.W.Merricks,
Elisha McComas,
William Napier,
Walter "
Walter Osborne,
H.W.Price,
Samuel Radcliffe
Michael Stump,

Number 4.
Hiram Brewer,
A.W.Deane,
John Brewer,
James A. Frasher,
John Hodges,
Increase S. Judd.

1872, continued.
Wm. Mead,
William Plymale,
Sampson Porter,
James H. Wilson,

Number 5.
Isaac P. Counts,
Richard Jones,
John L. Kirk,

1873.

Number 1.
C.E.Hally,
M.V.Chapman,
Lewis,
Taylor McClure,
Burwell Newman,
A.M.Poore,
John Romans,
Moses Rife,
F.M.Ransdell,
D.K.Smith,
Mary L. Tyler,

Number 2.
Arabella Beare,
A. J. Eves,
Barbara Ferguson,
D.N.Hoylman,
E. D. Jarrell,
F.M.Keyser,
Vic Newman,
John Napier,
Mary S. Miller,
Wm. A. Workman,

Number 3.
Willington Adkins,
Gerard Adkins,
John C. Cox,
Bnj. G. Chapman,
Wm. A. Deem,
Hugh Sansome,
John H. Ross,
Walter Osburne,
Joel West,

Number 4.
Talbert Adkins,
James Bartram.

1873, Cont'd.
Thos. Davis,
H.W.Prince,

Number 5.
James M. Romans,
Kerrick McEann
Isaac Nelson,

1874.

Number 1.
Mrs.Mary L. Beckley,
Morgan Baker,
G.A.Chapman,
H.H.Dean,
Lewis Dempsey,
C.G.Holley,
James F. Keyser,
T.B.McClure,
John S. Mason,
F.B.Lewis,
Mrs.Sue Lewis,
Mrs.America Mansfield,
Martin V. Chapman,
E.Newman,
H.C.Raglan,
M.M.Rie,
George A. Throupe,
Mes.Emma Wellman,
Wm. B. Garrett,

Number 2.
T.V.Altizer,
H. Bailey,
T.W.Bruster,
Wm. S. Bicklehammer,
Wm. A Dean,
M.F.Drown,
R. Coburn,
J.F.Fletcher,
Chapman Fry,
R.Holley,
R.L.Johnson,
F.M.Keyser,
M.S. Lesley,
Mrs. Mary Miller,
J. B. Shepperd

Number 3.
High S. Adkins,
Mrs. Arabelle Beare.

1874, Continued.
Wm. Copley,
Wm V. Dickerson,
Wm. E. Ferrell,
S.A. Drummond,
Mrs. M.M. Medley,
Emma McComas,
Thos. Mainard,
Thos. M. Marcum,
Wm. E. Napier,
Simon Rie,
John S. Marcum,

Number 4.
L.M. Adkerson,
Alex Artrip,
N.B. Ferguson,
Wm. J. Fleming,
R.G. Damson,
Mrs. Nancy Hensley,
T.W. Merricks,
Walter Nalier,
Hugh Sansom,
Elias Smith,

Number 5.
C. Frahsre,
Wm. S. Bryant,
F.H. Counts,

1875.
Number 1.
J.E.M. Bing,
M.V. Chapman,
Henderson Davis,
J.B. Ferguson,
N.K. Hanley,
C.E. Holley,
T.B. McClure,
Annie Poore,
Henry Smith,
M. Rife,
G.H. Throope,

Number 2.
G.B. Austin,
Wm. H. Copley,
Robert Coburn,
G.A. Chapman,
A.W. Burnett
Jennie Bell

1875, Cont'd
Rose Alexander,
C.E.Coxen,
William C. Bramlett
Morgan Baker,
Leander Dick,
W.H.Eplin,
Wm. B. Garrett,
A.B.Ferguson,
F.M.Keyser,
Mart F. Lewis,
Jessie Miller,
Mary S. "
Mary "
America Mansfield,
H.C.Moore,
Wm. H. Harrison,
Sanford Smith,
D.C.Sullovan,
John S. Marcum,
Mary L. Shannon,
John H. Williams,

Number 3.
Belle Bease,
H.F.Bailey,
D.W.Bolan,
R.C.Chatterson,
Shelby Cyrus,
R.G.Damson,
Wm. A. Deane,
H.H.Dean,
Wm.V.Dickerson,
J.W.Harrison,
Nancy Hensley,
R.L.Johnson,
M.D.Jarrell,
John L. Kirk,
Maggie McKenzie,
J.B.Shepard,
T.B.Stratton,
Emma Wellman,
Rebecca White
High Willis.

Number 4.
C.W.Farra,
James Hobbs,
James F. Keyser,
T.J.Holley,
N. Kite,
Erastus Morris,
William Meade.

1875, continued.

W.H.Rife,
S.A.Rife,
Effie Sayer,
Sanford Smith,
Thos. Mainard,

Numbdr 5.

A. P. Cook
Wm. Burke,
F. Counts,
Joseph McClure,
G.W.Harrison,
1877-78

Number 1

Mary Bloss
Lizzie Bell,
C.F.Butler,
H.H.Dean,
Wm. Dean,
E.D.Damron,
R.G. #
J.B.Ferguson,
Clara Ferguson,
Lizzie Frazells,
Horace Fuller,
G.W.Frasher,
E. Garrett,
C.E.Hally,
J.P.Keyser,
F.M. "
Mary Kelly,
Carrie Holt,
Lazarus Marcum,
J.J.Mason,
Mary Miller,
Jessie "
A. Mansfield,
Betty Maupins,
B. Newman,
Carrie Ramsdell
Moses Rife,
Anna Supræock,

Number 2.

R.F.Bramer,
J.E.Bramer,
Wm.Copley,
H. C. Dunkle,
A. Pezel.

1877-78, continued.

N.B.Ferguson,
G.W.Frasher,
H. Fry,
G.Frasher,
Chapman Fry,
G.W.Ferguson,
R.P.Hanly,
C.J.Hazard,
Wm.Harrison,
J.L.Jarrell,
Wayne Jarrell,
J.L.Kirk,
Wayne Lycans,
H.W.Lambert,
L.G.McClure,
A. McComas,
Julia Newman,
Ella Porter,
S.W.Porter,
J. S. S. Porter,
J.M.Park,
John "
S.S.Rigg,
Maggie Stevens,
J.S.Amith,
T.C.Sullivan,
Cora Sanns,
Sarah Steel,
H.B. Stratton,
Irs Smith,
Lizzie Sprouse,
J.B.Shepherd,
J.E.H.Thornburg,
Lizzie Wright,
Reba White,
Emma Wellman,
Dick "
Sallie Workman,
Hugh Willie

Number 3.

Tilmon Adkins,
J.B.Bartram,
Hamilton Bloss,
W.C.Cain,
W.H.Eplin,
J.M.Fuller,
Wm.H.Ferguson
Poely Finley.

1877-78, continued.

Nancy Hatten
C.F. Johnson,
M.V. Jarrell,
John Laidley,
C.T. Moore,
James H. Massie,
Wm. O'Dell,
J.W. Pinkerman,
C. Prichard,
M. Shannon,
Mary Smith,
Nettie "
Sarah Sifes
S. P. Wiley,
F.M. Smith,
S.J. Wilson,

Number 4.

P. F. Ball,
M.F. Ball,
G.W. Frasher,
Nancy Hensley,

1879-80

Number 1.

Annie DeMaro,
Rev. N.H. Kirkpatrick,
Sadie Leete,
Mrs. Lous Shannon

Number 2.

T.M. Bowles,
Mrs. Belle Copley,
N.J. Frasher,
J.W. Harrison,
M.D. Jarrel
S.W. Porter,
S.S. Rigg,
W. E. Paine,
Rebecca Shannon,
W.R. O'Dell
Greenville Sagraves
C.I. Williams,

Number 3.

Olive Beare,
John Beckley,
Sarah Cyrus

1879-80 continued.

I.C.Eckman,
H.C.Dunkle,
J.M.Hays,
Nannie Hensley,
John Hollandsworth,
Walter Ross,
J.B.Shepherd,
D.C.Sullivan,
M.F.Walker.

1881-82.

Number 1.

Lenore Abbott,
Mary Beuhring,
Sarah Ball,
Mprgan Baker,
J.E.M. Bing,
Olive Beare,
Lizzie Bell,
Millie "
M.W.Bloss,
Lee S. Dick,
S.F.Donella,
F.M.Bowles,
H.C.Dunkle,
Anna Demare,
Lawrence Dickerson,
Robert Coburn,
Horace Fuller,
Gussie Griffith,
George W. Frazier,
Kate Hanly,
J. A. Haws,
Carrie Holt,
N.B.Ferguson,
Daniel W. Johnson,
Wayne Jarrell,
R.S.Johnson,
W.G.Kane,
Frank Kane,
F.M.Keyser,
Fannie Hutcheson,
W.P.Mankin,
America Mansfield,
G.C.Miller,
Hannah Moore,
Jessie Jyers,
J.J.Mann,
Julia A. Newman

1881-82, continued.

W.E. Payne,
A.W. Preston,
J.S.S. Porter,
Ellq Payne,
Jennie Reece,
Moses Rife,
W. S. Reese,
Walter Ross
Dora Spangenberg,
Sarah Rutherford,
Mary Sellers,
Mrs. Lou Shannon,
Ada Sullivan,
Lee Sturm,
Arma Spurlock,
C.C. Thompson,
J.W. Warf,
J.W. Weed,
S.R. Workman,
Lizzie Wright,
Victoria Wellman,

Number 2.

Lamech Adkins,
Emma "
Melissa Ball,
Sophie M. Bing,
Maggie Cowie,
Lee Chinn,
W.T. Cain,
George M. Crabtree,
Thompson "
C.T. Childers,
W.V. Dickerson,
Thomas "
Fannie Ellis,
W.H. Eplin,
H. Fry,
Georgia Ferguson,
Florence Huxham,
Eliza Harrison,
W.H. Lambert,
M.J. Mills,
Geneva Newman,
W.R. O'Dell,
John Picklesimer,
Wm. Perry,
S.S. Rigg,
D.S. Sullivan.

Number 5.

J.B. Bartram,
Harvey Clay

1881-82, continued.

Sarah Cyrus,
J.V.Thornburg,
R.F.Stratton,

1883.

Number 1.

J.E.M.Bing,
Mar L. Beuhring,
Sarah A. Ball,
Melissa Ball,
Olive Bean,
Lizzie Bell,
Moreon Baker,
Millie Bell,
W.H.Dickson,
W.A.Dean,
Annie Demarro,
Emma E. Donnelly
J.T.Dickerson,
Addie Feagell,
G.W.Frazier,
Horace Fuller,
Florence Huxham,
Carrie Holt,
Fannie Hitchinson,
Maude Griffith,
Gussie "
E.V.Hanna,
Kate Hanley,
F.M.Keyser,
Sadie Kirkpatrick,
Lawrence Dickerson,
H.W.Lambert,
A.H.Melrose,
G.C.Miller,
M.J.Mills,
J. J. Mann,
T.B.McClure
Mary Solen,
Anna Spurlock,
Moses Rife,
L.T.Thorp,
S.R.Workman,
Vick Workman,
J.W.Warf.

Number 2.

Kate Allen

n

1883, continued.

Kate Burk,
Jennie Barbour,
T.M.Bowles,
C.T.Childress,
Josie Chadwick,
W.T.Cain,
Thompson Crabtree,
F.T.Colwell,
R. Coburn,
H.C.Dunkle,
W.V.Dickerson,
W.H.Ferguson,
J. W. Hollandsworth,
Albert Holt,
R. L. Johnson,
Julia A. Newman,
W. R. O'Dell,
Walter Ross,
Lou Smith,
Geneva Smith,
S. S. Rogg,
Mrs. Lou Shannon,
D. C. Sullivan,
J. D. Webb.

Number 3.

Leander Cline,
Charles T. Childer,
W.H.Colwell,
Harvey Clay Josie "ensley,
J.M.Picklesimer,
Elizze Toppins,
Hugh Willis

HISTORY OF MONONGALIA COUNTY

By Samuel T. Wiley.

EDUCATIONAL HISTORY.

The schoolmaster was in Monongalia before the year 1780, and schools were taught for eleven years, before the Indians finally departed from the county; now now, not even the names of those old masters can be obtained, and the description of their school houses only, has come down to us. The frontier school house was beneath the trees, or inside the stockade fort, or in the cabin of a settler close to the fort, , improvised into a school room, for a few hours each day. Its successor was the back-woods school house, in which, besides schools, were held the religious, and the general meetings of the neighborhood. This early school house was, generally, a single story, round log cabin, built much after the fashion of the early dwelling houses, as described in Chapter eight.. There was the huge, stone chimney and ample fire-place; the aperture filled with a few panes of glass or covered with greased paper, to admit light the puncheon floor and door, and the wood latch and leather string with which to raise it.

The furniture of these early houses was as rude as the building, itself. The seats were made of split logs with the broad surface, hewn smooth, turned up. Into auger holes bored through ~~then~~ these pieces, wood pins were inserted for ~~logs~~^{logs}. They had no back, and generally, the seats were so high that the feet of the largest pupils, ~~only~~, could reach the floor; and the most of the children were compelled ^{to} sit perched upon these benches, in a most unpleasant position. The writing desk was a long slab, fastened on plugs driven into auger holes in the logs of the sides of the house, and slanting downward from the wall. In later years, when there were

when there were more saw mills, these desks were made of boards, and were hinged to the wall so as to be let down against it, and thus give more room when not in use.

The "Master" as the teacher was then called, was usually a grim and stern personage, presiding with absolute authority, and ruling by fear and not, by love. He always had on hand a supply of rods, and punishment by their use was very frequently inflicted.

The Books were few. The United States spelling book, the New Testament, the English Reader and an arithmetic, were the earlier books used.

The schools were not regulated by law then. A subscription paper, stating the price of tuition per scholar for the term of "quarter", was circulated, and each person affixed to his name the number of scholars he would send. If a sufficient number was obtained, the school would commence. Teachers were often paid to produce, and they "boarded round" among the parents of the scholars. The boarding of the teacher was exclusive of the price of tuition; and he was supposed to stay at the house of each patron such number of days as the number of scholars "signed" by him bore to the whole number of scholars.

The course of instruction was limited to the few primary branches of spelling, reading, writing and arithmetic, the last three constituting the three "Rs"--Reading, 'Riting and 'Rithmetic." And the qualifications of the masters to teach even these properly, were generally wanting, though there were a few good teachers in these first schools. Only the simpler parts of arithmetic were ~~ta~~ taught, and the mathematical ambition of most people, and they were

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satisfied when they could "cipher" to the end of the "Single Rule of Three," called proportion in modern arithmetics, and which, in the old arithmetics, came before Fractions. A knowledge of computing interest, which some parents thought their sons might have occasion to practice, was sometimes taught.

Goose quill pens were the only ones used, and the ink was made by the scholars, or their parents, from maple bark. Writing was not usually required to be done at any fixed hour, nor by all at the same time. Many teachers could not even make a good goose quill pen. These, at best, required frequent mending. To make and mend the pens, rule the writing paper, and "set copies" for ten or twenty pupils, took no small portion of a teacher's time, and was often done during spelling, reading, and other exercises, in which the worst mistakes of the pupils reciting, escaped the observation and correction of the teacher. To avoid this, some teachers made and mended pens and "set copies" before and after school hours. The metallic pen and printed copy book are valuable improvements of a comparatively late day.

Nor had the black board yet come into use. Neither were scholars taught arithmetic in classes. Each got the assistance of the Master as he could. Voices were heard from different parts of the room: "Master, I can't do this sum;" or, "Please, Master, show me how to do this sum," and often the sum was solved by the teacher while a spelling or reading class was reciting. Asking permission to "go out" or to "go and get a drink," were always "in order;" the teacher going about the room to "help" the scholars, or to do their work for them; and scholars running to him to get hard words pronounced; the buzz of the scholars learning their lessons--

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all these, and other things that might be mentioned, kept up a continual confusion. Wood, of course, was the fuel; and the noon hour, or part of it, was often spent by teacher and pupils, in cutting it.

These first school houses possessed the advantages of good ventilation, being generally very open and admitting a good deal of fresh air. In winter, often it was impossible to keep them comfortably warm, and scholars would take turns in occupying the benches next to the fire. The ink froze during the night, and was thawed in the morning by setting the bottles on the hearth before the great wood fire; and later, on and under the stove.

The school history, for the purposes of this chapter, will be divided into three periods: The Pioneer schools, the Sunscrip-
tion schools, and the Free schools. What has been said will suf-
fice for the first period. Some of it will apply to the Subscript-
ion schools, also.

As the country settled up, improvements were made in the houses and in the methods of teaching. On the 10th of February, 1810, an Act was passed by the General Assembly creating the "Literary Fund." It was provided that all escheats, confiscations, fines, penalties and forfeitures, and all rights to personal property, accruing to the Commonwealth, as derelict and having no rightful proprietor, shall be appropriated to the encouragement of learning; and the Auditor was directed to open an account, to be designated, the "Literary Fund". On February 21, 1818, an act was passed for the annual appointment by the Court, of every county, of

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Commissioners of Schools. Each county was to receive such proportion of \$25,000.00 as its free white population might bear to the whole, free white population of the State, for the education of poor children. This money was appropriated from the Literary Fund. This was the first provision made for the education of poor children, and was the inauguration of what was known as the "poor" or "primary" school system, attached to the subscription system, and which existed until 1864, when it was succeeded by the present Free school system. ✓

The Act of 1818 provided for the appointment of school commissioners by the county Courts each year, at their October sessions. The County Court of Monongalia County on October 25, 1819, appointed John Henthorne, Thomas Wilson, William Haymond, Nathan Hall, William Willey, David Musgrave, Boaz Burrows, Joseph Harrison, and Samuel Minor, School Commissioners. The Board of Commissioners received the quota of the county from the Literary Fund each year, and used it as far as it would go in paying the tuition of indigent children whom they selected, and sent to the subscription schools taught in the county.

In 1842, the County Court appointed as the Board, Thomas Meredith, John Watts, and William Robinson, Commissioners on the "East Side" of the Monongalia River; and William Price, Aaron Barker, and Morgan L. Boyers on the "West Side." This division of the East and West side was kept up as long as the system continued.

Under the Act of March 5, 1846, amending the "Primary School System", the County Court of Monongalia, October 25, 1846, divided

county into twenty-seven districts and appointed a school commissioner for each, as follows:

EASTERN DISTRICT (East side of the Monongalia)--No.1. Seth Stafford; 2. Reuben Sensbaugh; 3. William John; 4. James Evans; 5. Rev. Peter Tl Laishley; 6. E.C.Wilson; 7. John Hanway; 8. Asby Pool; 9. Rawley Holland; 10. Leven Howell; 12. Elijah Tarlton; 13. Thomas Meredith; 14. Thomas Tarleton.

WESTERN DISTRICT:(West side of the Monongalia) No.1 John H. Bowlby; 2. M.L.Boyers; 3. Gideon Barb; 4. Caleb S.Price; 5. John Stewart; 6. Michael Core; 7. William Price; 8. William Lantz; 9. Alex. Wade; 10. James White; 11. William Cotton,Jr.; 12. Enos Haught; 13. George Wilson.

(Two paragraphs omitted)

The rate of tuition, in 1859 was by the day three and one-fourth to three and one-half cents per day was about the general average.

The Assembly of 1845-6, provided for the appointment, annually, by the Board of School Commissioners in each county, of a Superintendant of Schools, among duties was that of receiving the County's quota from the Literary Fund and paying it out for the teaching of indigent scholars upon the orders of the Commissioners. Each teacher instructing indigent children made out his report of the same, and had it certified by the Commissioner employing him, and delivered it to the Superintendant, and received his pay. John Watts, it is said, was the first Superintendant. Waitman T. Willey was appointed by the Board, and filed his bond November 27, 1848.

He was appointed annually, thereafter, until 1862, when, on the 29th of October, J. Marshall Hagans was appointed, and served until the Free School system of West Virginia was created.

In the "Poor system", supported from the Literary Fund, we see an advance by Virginia, towards a free school system. Another step forward was an Act passed by the Assembly of 1845-6 providing for an optional system of free schools, which might be adopted by the "Council of any City or Town having a Corporation Court," or by the voters of any county at a special election held for the purpose. Monongalia County, however, never voted upon the system, although a free school system similar to the present one, was agitated as early as 1856. In that year, the Rev. P.T. Laidhley, in his card as a candidate for a seat in the convention to amend the Constitution, said: "I am in favor of having an item embraced in the Constitution, establishing a general system of education, so that in our primary schools the children of the rich and the poor may meet on an equality, extending to all the opportunity of acquiring knowledge." In the period embraced between the years 1856 and 1861, A.L. Wade lectured and wrote in favor of a free school system; and Albert G. Davis, in 1857-9, made speeches in favor of free schools.

The patriotic men, who, in the troublous times of sixty and sixty-one, refusing to follow the state in secession, stood steadfast by the Union and who were driven by the stern logic of events, to advocate the formation of a new state, and who were chosen by their fellow citizens to frame a Constitution for it, had seen the beneficial workings of a uniform system of free schools in the adjoining states of Pennsylvania and Ohio, as well as in

other States of the Union. Foreseeing the antagonisms that such a system would encounter, and knowing the difficulties that would attend the introduction of such an innovation, they placed the system beyond the reach of the passions and prejudices and the discontentments of the hour---they put into the first Constitution of West Virginia this injunction:

"The Legislature shall provide, as soon as practicable, for the establishment of a thorough and effectual system of free schools, They shall provide for the support of such schools by appropriating thereto, the interest of the invested school fund, the net proceeds of all forfeitures, confiscations and fines accruing to this state, under the laws thereof; and by general taxation on persons and property, or otherwise. They shall also provide for raising, in each township, (now District), by the authority of the people thereof, such a proportion of the amount required for the support of the schools therein as shall be prescribed by general laws."

The first Legislature of West Virginia, on the 20th of December, 1863, obeying the command of the organic law above quoted, in both its letter and spirit, passed a long Act, establishing the free school system. The voters of each Township were to elect a Board of Education, consisting of three commissioners and the voters of the county, at the same time, were to elect a County Superintendent Free Schools. The duties of the Board of Education combined those which are now performed by the Boards and the Trustees; they had the control and management of the school property of the township; were to take the annual enumeration of youth, beyond the ages of 6 and 21 years; divide the township into sub-districts; cause a

sufficient number of schools to be taught to accomodate all of the proper age in the town-ship; direct what books should be used; buy lots and erect, buy or rent school houses and supply them with fuel, &c; appoint the teachers and fix their wages; visit the schools, &c. The County Superintendant, among other things, was to "examine all candidates for the profession of teaeacher", and to thöse competent, grant certificates; to visit the schools "at least three times during every term of six months;" to encourage the formation of county associations of teachers," and teachers' institutes; to "use all proper means to create and foster among the people an interest in free schools and for this purpose shall, as far as practicable, take advantage of such public occasions as may present themselves, as the dedication of school houses, public examinations, &c. to impress upon the people the importance of public education and the duty of sustaining the system of free schools, as established by law:" and, "to secure, as far as practicable, uniformity in the text books used in the schools throughout the county." He was to receive an annual salary of from one hundred to five hundred dollars, to be fixed by the Board of Supervisors of the county.

The State Superintendant was elected by joint ballot of the Legislature, for a term of two years. The first election occurred on February 16, 1864, when the Rev. W.R.White was chosen.

The first election of school officers occurred on the fourth Thursday in April, 1864, in pursuance of an Act passed by the Legislature of that year. In 1865 honorably discharged Union soldiers were admitted to the privileges of free schools; and, in 1867 it was provided that lother persons over 21 years of age, might be admitted, upon payment of tuition fees. In 1865, the provisions

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provisions requiring the County Superintendant to visit each school three times during each term, was repealed, and he was required to visit them at least once.

The township levies, which were laid at the annual township meetings until the Code of 1868 and after that by the Board of Education, were limited in 1865, to the maximum of 25¢ on each one hundred dollars valuation for the building fund, and to 20¢ for the teachers' fund. In 1866 the maximum levy for building fund was fixed at 7 mills on the dollar; and for the teachers' fund at not less than two, nor more than five mills. The maximum, the next year, was fixed at 50¢ on each one hundred dollars valuation for each fund; and the monies of the two funds were required to be kept separate.

It was enacted in 1865 that the State Superintendant "may prescribe a series of classbboks to be used" in the Schools of the State. A uniform series does not appear does not appear to have been prescribed by law until the Vode of Sixty-eight.

The Legislature of 1866 amended and re-enacted the entire school law. In that year, for the first time, were Trustees provided for. Before this, the Commissioners performed the duties which now belong to them and the Trustees. In this year, it was enacted that the Board of Education should appoint three Trustees in each sub-district; but, at the next Legislature, this provision was repealed. Trustees were empowered to hire teachers and fix their wages, and required to perform ~~other~~ certain other specified duties, such as visiting the schools in their Sub-districts, &c.

In 1866, we find, for the first time, the provision that

any township, failing to make the annual school levy, should forfeit its proportion of the State fund; but, it was also provided that the voters of any sub-district in such Township might make the levy on themselves, and , and thereby receive their proportion of the State fund. This latter provision did not long remain law.

Up to the year 1867, the law had provided that schools should be kept open six months in each year. The fixing of the maximum levy, however, which might be laid for the purpose, was a virtual repeal of this provision, at least least, in most of the townships. In the s id year, it was enacted that the schools should be kept open at least four months, and that no township, ~~xx~~ which failed to lay a school levy in any year, should receive any part of the State fund in such year.

In the Acts of 1867 appears, for the first time, the provision requiring the Boards of Education to elect one of their number President. The Vode of 1868 provided that each Board should elect a Secretary; previous to this, the Township Clerk was the Secretary of the Board.

The Free School System was retained in the Constitution of 1872, which enjoined upon the Legislature to "provide, by general law, for a thorough and efficient system of free schools." The first Legislature, which assembled after the ratification of thës Constitution, provided for the election of a Board of Education in each district (formerly town-ship), composed of the Oresident and two Commissioners, and the election of one Trustee for each sub-district, at a poll held herein. The Board determined the number of months of school to be taught, the number of teachers to be employed, and fixed their wages according to the grades of certificates. At the same election the voters of each district

voted on the question of authorizing the Board to lay the District levy.

Heretofore, the County Superintendents examined "Candidates for the profession of teacher," and granted them certificates. but the Acts of 1872-3 provided that he should be assisted by two examiners appointed by the Presidents of the Boards of Education in the county. The County Superintendant, who was President EX OFFICIO, and the two Examiners constituted the Board of Examiners for the county. This Board examined the candidates and awarded certificates to them.

The maximum levy for the building fund was fixed at 40¢ and that for the Teacher's Fund at 50 cents.

Schools were not to be kept open longer than four months, unless authorized by a vote of the district.

The plan of holding elections in each sub-district, and of electing Trustees, did not work satisfactorily; and, in 1877 the law was amended in that particular, and provided for the appointment of three Trustees for each sub-district, by the Board of Education, and the holding of elections at the usual places of voting in the district, only.

The Legislature of 1879 made radical changes in the law. It reduced the annual pay of the County Superintendant to a maximum of \$125.00; repealed the provision requiring him to visit the schools, and made this officer little more than a mere clerk. It enacted that the District Board of Education should consist of a President and four Commissioners, who should appoint a Trustee for each sub-district. The Board, however, not only fixed the

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wages of the Teachers; but also selected a teacher for each school in the district. This method proving unsatisfactory, the Legislature of 1881, in amending and re-enacting the entire school law, again provided for a Board consisting of a President and two Commissioners, who appointed three Trustees for each sub-district, and fixed the wages of the teachers. The Trustees appoint the teachers. It restored the office of County Superintendant to its former sphere; required him to visit the schools, and provided that his annual pay should be not less than \$150.00 nor more than \$300.00. In 1882 it was provided that the two assistant Examiners should be appointed by the Presidents of the Boards of Education from the persons nominated to them by the County Superintendant.

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The Pay of Teachers.

Missourians are up in arms following revelations based upon reports from the State Superintendant's Office, which show that the average Missouri teacher receives but \$554.35 per year.

If the discovery of this situation in Missouri, where the average pay is \$554.00 produces righteous indignation, should not blushes of shame mantle our cheeks here in West Virginia, where the average pay per annum is much less, and, and where teachers in the service of the state for many years, receive barely half the average pay of the Missouri teacher.

The Missouri average is based not upon grade teachers and and country teachers alone, but includes the principals and Superintendants of the city schools.

In West Virginia there has been shown, during the past decade, a disposition to depart from the antiquated and penurious system of ante-bellum days, but the progress has been painfully slow, and the pay of the teachers in every department of our educational system, whether, whether in the colleges, the normal schools, the city schools or the country schools, places but a poor estimate upon one of the noblest of professions, and one whose efficiency is vital to the national welfare.

There are, in West Virginia, hundreds of teachers--yes, thousands of them, who have given the best years of their lives to the work, and whose remuneration has been for a period of from four to six months per year, and at from thirty to forty dollars per month, averaging actually less than \$250.00 per

year. And these teachers, while forced to resort to the farm, or some other source of livelihood during the long vacation periods, , have been compelled also, to buy books, to indulge in rigorous study, and to go, at whatever sacrifice, into the normal and training schools of the State, seeking the further ~~instruct~~ instruction which would enable them to keep abreast the rapidly changing standard.

West Virginia, during the period which has seen the systematic revolution in her educational affairs, has made a very serious mistake. This mistake does not lie in any act of commission: the forward strides that have been taken in the interest of enlarged courses, higher standards, greater efficiency, longer terms, and general systematization, bespeak an admirable spirit. The mistake is one of omission. The standards have been elevated, the work of the teacher has been rendered more exacting, preparation has been made harder and far more expensive , while the financial lot of the teacher has not advanced with the advancing standard and enlarged requirements. We have placed the intended standard of our schools upon a Twentieth Century basis, but we are forcing our teachers to maintain themselves , or to try, at least, to maintain themselves upon a Nineteenth century salary system.

The inevitable result of this inconsistency is found in a condition which is giving us, in the majority of cases, teachers who are not quite up to the requirements of the new conditions imposed by the modern standard. The teachers, God knows, try hard enough , but they cannot overcome a physical impossibility. They toil and sacrifice, and do their best, assuming the

burdens of a cheerful poverty. But they cannot prevail against the odds which which overwhelm them.

Another result of this condition is this: the younger generation, seeing the uneven fight that is being waged by the teachers is, as far as possible, avoiding this profession, and seeking livelihood in more promising fields, Bookkeepers, stenographers, milliners, machinists, , and even wagon drivers, not only earn more, per month than the average West Virginia teacher, earns during the few months of employment guaranteed under the existing system, but they have employment all the year round, and are free from the exacting grind of study and expensive preparation which follow the teacher from the day of his advent into the profession, to the end. But this is not all: ~~an~~ ambitious young teachers , of both sexes, , who in a few years of experience, have developed splendid fitness; who, in fact, have found in teaching, their vocation, have been driven to seek other employment because of the unappreciative spirit manifested by the public toward the teaching profession.

How long, O Lord, how long shall we continue to make the ministry and the teaching profession financially the least attractive of all forms of human endeavor?